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ABSTRACT

The Illinois State Board of Education contracted with Eastern Illinois University to survey and report on beginning teacher induction programs that currently exist at the state level in other states. A structured telephone survey questionnaire elicited information regarding state teacher orientation programs from the chief educational officers of all state departments of education and the District of Columbia. Results revealed that 17 states had induction programs in the piloting or implementing stages, 14 states had programs in the study/planning/development stages, and 20 states had no programs or current planning for such programs. Fourteen of the 17 states indicated that their programs were linked to certification or licensing. All programs had components addressing discipline and instructional planning. Most gave consideration to student relationships and treatment of professional relationships. Costs and staff used for each of the programs varied considerably. The report presents summaries of each state's teacher induction program and includes a copy of the questionnaire. (CB)

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FINAL REPORT

OF

SURVEY OF STATE DEPARTMENTS OF EDUCATION

FOR

THE INITIAL YEAR OF TEACHING STUDY

SUBMITTED TO

THE ILLINOIS STATE BOARD OF EDUCATION

PER CONTRACTUAL SERVICE AGREEMENT

BY

THE CENTER FOR EDUCATIONAL STUDIES
COLLEGE OF EDUCATION
EASTERN ILLINOIS UNIVERSITY
CHARLESTON, IL 61920

ROBERT N. BARGER,
PRINCIPAL INVESTIGATOR

SEPTEMBER 15, 1986

SP 029 217

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SURVEY OF STATES

INITIAL YEAR OF TEACHING PROGRAMS

Introduction

Among the many provisions of the Illinois Education Reform Act of 1985 was the stipulation that "the State Board of Education shall conduct a review and study of the initial year of teaching for the purpose of designing a program to provide support and assist in the orientation of individuals in their initial year of teaching. . . The study shall cover observation of programs in other states." In response to this mandate, the State Board contracted with Eastern Illinois University to survey and report on the induction programs which presently exist at the state level in other states. An induction, or initial year of teaching, program may be defined as a program which is basically concerned with helping beginning teachers (i.e., those with zero-years experience) make the transition from pre-service preparation to in-service practice. Some variation may occur in this definition from state to state (e.g., the inclusion in a program of teachers new to a district or school but not new to the profession of teaching). However, given the new and still-formative nature of this type of program, the previous definition seems adequate for working purposes.

Methodology

A structured telephone survey questionnaire was prepared by a research team and field-tested through telephone contact with the offices of the chief educational officers of seven states. After these preliminary contacts, the survey instrument was refined and expanded to eliminate any

ambiguities that were discovered in the pilot sample. The new instrument was then used in another telephone survey to gather data from all fifty states and the District of Columbia. A 100% response rate was achieved.

Findings

Table 1 contains information on the status of states' programs and, if extant, the year they were established, their major emphasis, whether they are linked to certification, their required completion time, and the selected topic areas included in their programs.

Of the respondent fifty states and the District of Columbia (the latter will hereafter be treated as a state unit), seventeen states had induction programs in the piloting or implementation stages, fourteen states had programs in the study/planning/development stages, and twenty states had no programs or current planning for such programs. Of the states with operating programs, virtually all were established by state mandate (etiher legislation or state agency regulations).

The oldest state program is Florida's, which was established in 1980. Oklahoma and South Carolina established programs in 1982. Maine and Wisconsin followed with programs in 1984. Another nine states established programs in 1985, and most recently, three states established programs in 1986.

The respondents were asked to choose whether the major emphasis of their programs was assessment, remediation, or support. Seven states eschewed the forced choice and said that the major emphasis was a combination of the previous choices. Seven states said that it was support. Two states said that it was assessment, and one state said that it was remediation.

Fourteen of the seventeen states indicated that their programs were linked to certification or licensing. Another state indicated that its program would be linked to certification in 1988. Only two of the states

TABLE 1. CHARACTERISTICS OF STATE PROGRAMS

STATE	STATUS & YEAR ESTAB'D	MAJOR EMPHASIS	LINKED TO CERTIF.	COMPLETION TIME	TOPIC AREAS INCLUDED: DISCI-PLINE	INSTRCTNL-PLANNING	STUDENT RELATNSHPS	PROFS'NL RELATNSHPS	STRESS MNGMT.
ARIZONA	IMPLMNTD 85	COMBINED	NO	NONE	YES	YES	YES	NO	NO
D.C.	IMPLMNTD 85	COMBINED	YES	1 YR	YES	YES	NO	NO	NO
FLORIDA	IMPLMNTD 80	SUPPORT	YES	1 YR	YES	YES	YES	NO	NO
GEORGIA	IMPLMNTD 86	SUPPORT	YES	3 YR	YES	YES	YES	YES	NO
KANSAS	PILOTED 85	REMEDIATION	YES	1 YR	YES	YES	UNSURE	YES	NO
KENTUCKY	IMPLMNTD 85	COMBINED	YES	2 YR	YES	YES	YES	YES	YES
MAINE	PILOTED 84	COMBINED	YES	2 YR	YES	YES	YES	YES	UNSURE
MISSOURI	IMPLMNTD 85	COMBINED	IN '88	NONE	YES	YES	YES	YES	NO
MISSISSIPPI	IMPLMNTD 86	ASSESSMENT	YES	3 YR	YES	YES	YES	YES	YES
N. CAROLINA	IMPLMNTD 85	SUPPORT	YES	VARIES	YES	YES	NO	NO	NO
OKLAHOMA	IMPLMNTD 82	SUPPORT	YES	2 YR	YES	YES	YES	YES	UNS
PENNSYLVANIA	PILOTED 85	SUPPORT	YES	NONE	YES	YES	YES	YES	YES
S. CAROLINA	IMPLMNTD 82	ASSESSMENT	YES	2 YR	YES	YES	YES	NO	NO
S. DAKOTA	IMPLMNTD 86	COMBINED	YES	1 YR	YES	YES	YES	YES	YES
VIRGINIA	IMPLMNTD 85	COMBINED	YES	2 YR	YES	YES	YES	NO	NO
WASHINGTON	PILOTED 85	SUPPORT	NO	1 YR	YES	YES	YES	YES	YES
WISCONSIN	PILOTED 84	SUPPORT	YES	2 YR	YES	YES	YES	YES	YES

(Arizona and Washington) indicated that their programs were not linked to certification or licensing.

Three states had no completion time limit for their programs. Five states had a one year limit. Six states reported a two year limit. Two states had set a three year limit. One state indicated that its time limit was variable.

For purposes of the survey, topical areas covered by the program were collapsed into five categories. All seventeen states indicated that their programs included discipline. Likewise, all seventeen reported attention to instructional planning. Fourteen states gave consideration to student relationships (two states did not and one was unsure). Eleven states provided treatment of professional relationship, (the remaining six states did not). Finally, only six states covered stress management, while nine states did not, and one was unsure.

Table 2 contains information on the type of staffing of the states' programs, whether special training is required for any of the staff, the source of program evaluation, the number of beginning teachers in the state during the last academic year, the cost of the program per beginning teacher, and the total budget of the program.

In regard to the type of staffing, eight of the seventeen states utilize state education office personnel, six of the states have involvement by district superintendents, twelve states indicate participation by principals, seven states report some participation by other administrators, three states have involvement by department chairs, fifteen states utilize "helping" teachers (the term "helping" teacher is used rather than "mentor" because the literature often associates a more extensive role with the latter term), and thirteen states use college/university personnel in their programs. Every state except one (Maine) uses a combination of these roles to staff

TABLE 2. STAFFING AND COSTS OF STATE PROGRAMS

STATE	TYPE OF STAFFING: STATE	DIST SUPT	PRINCIP	OTHER ADMIN	DEPT CHR	HELP-TCHR	COLL/UNIV	SPECIAL STAFF TRAINING	TYPE EVAL-UATION	NUMBER OF BEG. TEACHERS	COST /BEG. TCHR.	TOTAL PROG. BUDGET
										[# = ESTIMATED]		
ARIZONA	X	X	X	X	X	X	X	YES	NONE	N/A	N/A	440,000
D.C.		X	X			X	X	YES	INDEP	100	5,000	1,500,000
FLORIDA			X	X		X	X	YES	STATE	7,646	327#	2,500,000
GEORGIA	X	X	X	X		X	X	YES	STATE	3,500	100	1,000,000
KANSAS	X		X			X	X	YES	STATE	1,018	237#	241,000
KENTUCKY			X			X	X	YES	STATE	802	1,400	1,250,000
MAINE						X		YES	INDEP	50#	N/A	N/A
MISSOURI	X	X	X	X	X	X	X	YES	NONE	1,893	N/A	0
MISSISSIPPI			X			X	X	YES	STATE	N/A	N/A	300,000
N. CAROLINA			X			X	X	YES	STATE	1,500#	100	150,000
OKLAHOMA	X	X	X	X	X	X	X	NO	NONE	1900#	532#	1,010,941
PENNSYLVANIA		X					X	YES	INDEP	7,500#	3,000#	0
S. CAROLINA			X	X		X		YES	STATE	1,735	130	385,000
S. DAKOTA	X					X	X	YES	NONE	N/A	N/A	100,000
VIRGINIA	X							YES	STATE	933	1,286#	1,200,000
WASHINGTON	X			X		X		YES	STATE	1,000	1,600	1,500,000
WISCONSIN			X			X	X	YES	STATE	1,000	2,000	3,000,000

their programs. In most states it appears that the "heart" of the program is the "helping" teacher. Table 2 indicates that this role has the highest frequency of use in state programs. The second and third highest frequencies of use are the roles of college/university personnel and principal, respectively.

All states, except Oklahoma, reported that some sort of special training is required of their program staff (although not always for all types of participant roles - e.g., if a state indicated participation by a superintendent and a "helping" teacher, the "helping" teacher might receive special training but the superintendent might not).

Ten of the seventeen states reported that they use some form of state-originated evaluation instrument or process for their programs. Three reported evaluation by an independent agency. Four indicated that they do not have a formal evaluation process for their programs.

The number of beginning teachers for the various states (tabulated as of the previous academic year) are noted on Table 2. Averages have not been produced here because they are judged not to be meaningful, due to the dissimilarity of state demographics. It may be noted, however, that the numbers of beginning teachers range from an approximation of 50 in Maine to 7,646 in Florida (50% of this latter number were teachers new to the district, but not new to teaching). If firm numbers were not available, state contacts were asked to make an approximation. Less frequently, an approximation was made by the survey research team on the basis of available data. Approximations are indicated by a trailing # sign on Table 2. In two instances, states could not provide an approximation of the number of beginning teachers, nor could one be generated by the survey research team.

The cost of a state program per beginning teacher varies widely. It

is difficult to present a valid average figure here because of the unavailability of data in five of the seventeen states and the "softness" of some of the variables that went into some states' approximation of this figure (note that of the twelve reported cost per beginning teacher amounts, five are estimates). It may be noted, however, that costs per beginning teacher range from an approximation of $100.00 in Georgia and North Carolina to $5,000.00 in the District of Columbia. As with the cost per beginning teacher, approximations were sometimes made by state personnel or the survey research team. Where necessary, these approximations were usually produced by dividing the total state budget by the number of beginning teachers.

Like the cost of a state program per beginning teacher, the total state budget for a program varies widely. Hard data were available for all states, except Maine. As above, an average for all of the states would not be meaningful. Total state budgets range from $0.00 for Missouri and Pennsylvania (i.e., these states have an operating program but are without state-appropriated funds) to $3,000,000 for Wisconsin.

State Summaries

The following seventeen states have formal induction, or initial year of teaching, programs: Arizona, District of Columbia, Florida, Georgia, Kansas, Kentucky, Maine, Missouri, Mississippi, North Carolina, Oklahoma, Pennsylvania, South Carolina, South Dakota, Virginia, Washington, and Wisconsin.

The following fourteen states have programs in the study/planning/development stages: Alabama, California, Connecticut, Illinois, Indiana, Louisiana, Maryland, Nebraska, New Mexico, New York, Ohio, Oregon, Tennessee, and Utah.

The following twenty states have no programs and no current program

planning: Alaska, Arkansas, Colorado, Delaware, Hawaii, Idaho, Iowa, Massachusetts, Michigan, Minnesota, Montana, North Dakota, New Hampshire, New Jersey, Nevada, Rhode Island, Texas, Vermont, West Virginia, and Wyoming.

Summaries of the status of all states with regard to induction programs are presented in a state-by-state format on the following pages.

ALABAMA

Alabama does not have a formal teacher induction program. The responsibility for first year teacher assistance has been left to the local school systems. A very elaborate program was piloted in 1973-74 and in 1974-75, but because the program was found to be very expensive, the state decided to discontinue funding.

Recently, a group made a recommendation to the state concerning beginning teachers, or those in their probationary/intern year of teaching, which proposed placing new teachers in ideal teaching situations. A committee was formed which included a staff member from the local school system, a subject matter specialist assigned by the State Department, and a college representative to develop a pilot program with 200 beginning teachers in cooperation with Auburn University and the University of Alabama at Birmingham.

Alabama does not keep figures on the number of beginning teachers in the state; however, it is estimated that 4,000 to 5,000 were employed last year.

Contact: Dr. Jane Meyer
Assistant Director of Professional Service

ALASKA

Alaska has no formal teacher induction program at this time.

Contact: Charlie May Moore
Director of Teacher Certification Alaska

ARIZONA

Arizona has implemented a program that was piloted in 1981-82 but was not renewed. In August, 1985, money was reappropriated for

implementation of the beginning teacher program.

The three main categories that make up the program for beginning teachers are planning, performance (including teaching strategies), and interpersonal skills.

The total budget for the program is $440,000. Evaluators are paid $300-$500 and a minimum honorarium of $200-$400 is paid to participants. The program is not tied to certification or licensing at this point.

Records concerning the number of new teachers are not available, but 4,500 individuals took the Beginning Teacher Exam last year for the first time and 6,100 had taken the exam after retakes.

Contacts: Dr. Theresa Serapiglia
Deputy Associate Superintendent

Dr. Charles Wiley
Educational Specialist
Director of Teacher Residency Program

ARKANSAS

Arkansas has no formal teacher induction program at this time.

Contact: Mr. Austin Henner
Coordinator of Teacher Certification and Evaluation

CALIFORNIA

California does not have a formal teacher induction program at this time, but is currently piloting one which is funded as part of the total state education budget of $45,000,000.

The pilot program began in 1984 with 140 beginning teachers, and included 121 beginning teachers in 1985. Information regarding the new teachers involved in 1985-86 will not be available until December.

The total number of new teachers in the state of California in 1984-85 was 61,009.

Contact: Dave Jolley
Consultant

COLORADO

Colorado has no formal induction program for beginning teachers at this time.

Contact: Dr. Rich Lawson
Director of Teacher Certification and Education

CONNECTICUT

A program to provide support for beginning teachers is presently in the "planning" stage. 1986-87 has been designated as a "study" year and 1987-88 will be the "pilot" year. The implementation year is targeted for 1988-89. The program has been legislated and will receive state appropriated funds estimated at the rate of $1000 per beginning teacher for approximately 500 new teachers. In addition there will be funds for training and stipends for mentor teachers. The total anticipated budget is a minimum of $1,000,000 annually.

Contact: Marcia Kenefick
Bureau Chief for Professional Development

DELAWARE

Delaware has no formal induction program for beginning teachers at this time.

Contact: Dr. Irving Marshall
Office of Personnel and Certification

DISTRICT OF COLUMBIA

The District of Columbia has a program called the Intern Mentor Program. It was implemented in 1985 after considerable study and research, notably by Arthur Wise and Linda Darling-Hammond of the RAND Corporation. It is currently operating at full strength.

The program is required by Board resolution of the D.C. Board of Education. The annual budget is $1,500,000 and the cost per beginning

teacher is $5,000. Part of this cost involves a graduate study stipend of $2,000. The cost of the program is borne entirely by the District.

The program is tied to licensing. It involves participation by principals and mentor teachers. There is one mentor for every ten beginning teachers. The mentor is paid a $2,000 stipend. The mentor receives one credit hour of Madeline Hunter effective teaching training and three credit hours of human relations training. Evaluation of the program is done by an outside consultant.

Contact: Dr. Joan Brown
Special Assistant to the Superintendent
for Incentive Programs

FLORIDA

Florida has a Beginning Teacher Program. The piloting stage began in 1980 and continued to 1982. The legislature wanted the program to be implemented by the 1982-83 school year. Assistance through inservice dollars is provided by the state for the public sector, but not for the private sector.

Support is the major emphasis of the program, which involves documented demonstrations of competencies of beginning teachers. Remediation is required for deficiencies. The program is tied to certification. The time limit for completion of the program is one school year - 180 days plus pre and post conference days.

People involved in the program are: a principal (district-selected) who takes a three day training course in the school system, plus a cognitive exam, and must observe tapes before being selected as a building level administrator on the team. A peer teacher with three years experience is selected by the district. The peer teacher should be on the same grade

level as the beginning teacher. University people, department people, and district people train the peer teacher to work with the beginning teacher.

Evaluation criteria are different from district to district. At the present, each district develops its own plan. This will change in the future. All districts must follow a Performance Measurement System involving six domains: Planning, Organization and Development, Classroom Management, Communication Processes (verbal and nonverbal), Student Evaluation, and Presentation.

The approximate number of beginning teachers in 1985-86 was 7700. Some of these beginning teachers were out-of-state teachers with one year of experience (approximately half were new and the other half were experienced teachers). There was one peer teacher per beginning teacher. Four thousand beginning teachers will be involved this year in the program.

The program is funded by the state at $1.70 per child in school. The total budget based on student enrollment is $2,500,000.

Contact: Dr. James Parrish, Program Specialist
Beginning Teacher Program
Tallahassee, Florida

GEORGIA

Georgia is in the implementation stage of a program to provide assistance and support to teachers during their initial year of teaching. The program begins with an on-the-job assessment and is followed by support/assistance in the areas of discipline, instructional planning, student relationships, professional relationships, and methodology. While the emphasis is on support, the program is tied to certification. Regional and district administrative personnel have overall responsibility for program personnel training.

The state has allotted $100 per beginning teacher. Approximately

$1,000,000 has been budgeted for the entire program.

Contact: Fulton Stone
Coordinator of Staff Development
Teacher Certification Department

HAWAII

Hawaii has no formal induction program for beginning teachers at this time.

Contact: Mrs. Tanouye
Certification Office

IDAHO

Idaho has no formal induction program for beginning teachers at this time. No state program is envisioned in the near future because of a lack of financing. At this time there is a voluntary intern program for teachers at NW Nazerene College and at Idaho State University, Pocatello.

Contact: Roy Lawrence
Consultant for Teacher Certification

ILLINOIS

An induction program for beginning teachers is in the planning/study stage in the state of Illinois.

See Survey of Illinois Initial Year Of Teaching Programs Report, Eastern Illinois University, 1986.

INDIANA

Indiana is considering a state program for beginning teachers. This program would be tied to certification.

Contact: Mr. George Stucky
Associate Director of Teacher Quality
and Professional Improvement Program

IOWA

Iowa has no formal induction program for beginning teachers at this

time.

Contact: Orin Nearhoff
Chief of the Bureau of Teacher Education
and Certification

KANSAS

The piloting stage of Kansas' program began in October 1985. The state envisions a four phase program to be completed by 1989. The first phase, developing a training assessment instrument, has just been completed. They are now beginning the second phase--a needs assessment of beginning teachers--30 teachers are involved.

The third phase will take two years and will involve evaluation of the program. This will extend from 1987 to 1989. The fourth phase, full implementation of a program, with the granting of a five year certificate, will occur in 1989.

The legislature appropriated a $1000 stipend per intern for the four phases. Remediation is the major emphasis, with assessment or evaluation of the beginning teacher as a second emphasis. The limit for the completion of the program is one year.

People working with the program are: an Internship Specialist from the Kansas Department of Education who trains the principal and senior teacher. Some training comes from college/university staff. Training involves six days. No evaluation has been completed yet.

The approximate number of beginning teachers in Kansas during the last school year was 1018. Their budget was $241,000. Estimated cost per beginning teacher has not yet been determined.

Contact: Kathy Bower
Internship Specialist, Internship Program
Kansas Department of Education

KENTUCKY

Kentucky has an internship program which was legislated. It has been

operational since the 1985-86 Academic Year. All initial teachers in Kentucky must have a B.S. from an undergraduate certification program and must have passed the National Teacher Examination (both core and specialty).

A committee is formed for each initial-year teacher consisting of:

1. Principal of the school.
2. Resource person, hopefully from the same school as the initial year teacher. This must be a Level II person (equivalent to M.S.).
3. A teacher educator.

The committee members are all trained in the Florida Performance Measurement System before working with the initial-year teacher.

During Academic Year 1985-86, 802 teachers were involved. Seventeen of these teachers were released after the first year. State appropriations amount to $2,500,000 for two years.

Contact: Dorothy Archer
Director of the Kentucky Internship Program

LOUISIANA

A 1986 Louisiana Senate Bill (No. 956) created a professional growth program as a pilot program. It is presently in the "planning" stage.

Contact: Mr. Crew
Director of Higher Education
and Teacher Certification

MAINE

Maine will begin its third year of a pilot program. They have had 30 sites, with at least one beginning teacher at each site. Effective July, 1988, new rules and regulations for teacher certification will require assistance programs for beginning teachers.

The new program will include a two-year probationary period for beginning teachers. During this time, a trained team will provide support,

evaluation, and remediation if needed for beginning teachers.

The state has provided partial funding for the pilot programs. Funding for the new program has not been determined.

Contact: Carolyn Sturtenant
Teacher Education Field Consultant

MARYLAND

Maryland does not have a formal induction program for beginning teachers at this time. One is presently in the "planning stage"as recommended by the state. Maryland has 24 counties with 24 districts and 24 school systems. The 1, 077 new teachers last year participated in a very informal and unstructured program.

Contact: Dr. Louise Tanney
Specialist in Teacher Education

MASSACHUSETTS

The legislature has passed an Apprentice Teacher Program. Honors graduates can get state approval for a generic program which provides for on-the-job teacher training and which will lead to certification.

No funds have yet been appropriated for this program.

Contact: Gertrude Broderick
Education Specialist in Teacher Preparation

MICHIGAN

Michigan has no formal induction program for beginning teachers at this time. It has been recommended that a study be made during the Fall of 1986.

Contact: Saundra Crispin
Teacher Certification Department

MINNESOTA

There is no formal induction program for beginning teachers at this

time, but the state is beginning to "study" such a program.

Contact: Dr. George Drobie
Manager, Licensing

MISSISSIPPI

Mississippi has a massive undertaking in that in addition to the initial year teacher, all classroom teachers are evaluated. That adds up to some 26,000 evaluations per year.

Mississippi's program is modeled after the Georgia plan. They have modified the Georgia evaluation instrument, and all teachers have a one-year certificate hinging upon successful evaluation.

Teams are comprised of principals, teacher educators, and a member of the state office of staff development.

There is a $300,000 state appropriation to support the program which is focused on designated teacher competencies.

Contact: Dr. Bob Cheesemen
Director of School Improvement

MISSOURI

Missouri implemented a program as a result of the Excellence in Education Act in the spring of 1985. Beginning in September of 1988, the program will be tied to certification. It will take approximately fifteen years to reach the final level. There were 1,893 new teachers in Missouri last year.

Since the Excellence in Education Act was passed, new teachers must have a professional development committee formed on their behalf at their school. This committee is composed of a teacher with a like assignment, a building administrator, and a member of the faculty of an institute of higher education. All colleges and universities are required to provide assistance to first year teachers. The requirement states that each faculty

member of an institution of higher education must have involvement with a public school. However, no funding has been made available for this purpose. Each school district is also required to provide a district-wide assistance program.

A state-wide model was developed in September, 1985, for the program that, despite lack of a budget, is mandated by law.

Contact: Janet Nazeri
Assistant Director of Teacher Education

MONTANA

Montana has no formal induction program for beginning teachers at this time.

Contact: Dr. John Borris
Administrative Intern Support

NEBRASKA

Nebraska has legislated a beginning teacher program without a budget. The program is to be in place by Fall, 1987, but at the present time the program is only in the "talking" stage. It will probably end up being something quite simple.

Contact: Bob Crosier
Certification Office

NEVADA

There is no formal induction program for beginning teachers in the state of Nevada at this time.

Contact: Pat Wilinger
Basic Education Office

NEW HAMPSHIRE

New Hampshire does not have a formal induction program for beginning teachers at this time and is not planning to develop one.

Contact: Jill Gordon
Teacher Certification Specialist

NEW JERSEY

New Jersey does not have a formal induction program for beginning teachers at this time, and is not planning to develop one.

Contact: Ellen Schechter
Director of Office of Teacher Education

NEW MEXICO

New Mexico is developing a program which will include a support structure for beginning teachers. The State Board of Education mandated that the program become effective by July, 1987, and emphasize support and assessment. The program will be tied to certification and the beginning teachers will have a maximum of three years to complete it.

Contact: Dr. Susan Brown & Mrs. Marilyn Scargall
Assistant Director
Education Preparation and Licensure
New Mexico State Department of Education

NEW YORK

A beginning teacher program will be planned and developed during 1986. The program is mandated by legislation. Local districts have developed models and submitted plans. Awards have not yet been made to selected districts.

The program will emphasize remediation and may be tied to certification. No firm time limits or topics have yet been determined, but classroom management and instructional planning will no doubt be included.

The program will include 100 mentor teachers and 200 beginning teachers. It will have a total budget of $4,000,000.

Contact: Dr. Nancy Brennon
Assistant
Innovative Education Department

NORTH CAROLINA

North Carolina has implemented the Initial Certification Program

effective July 1, 1985. The program is designed to offer the necessary support for an individual's professional growth during the first two years of employment.

The North Carolina program includes support, remediation, and assessment of initially certified teachers for a period of two years (extended to a possible 5 years). All initial teachers are given information assistance, and are ultimately evaluated on five classroom functions: management of instructional time, management of student behavior, instructional presentation, instructional monitoring of student performance, and instructional feedback.

Specially trained teams consisting of at least a principal and mentor teacher and, if needed, a central office person or university faculty member provide the assistance and do the evaluation. Successful completion of the Initial Certification Program enables a person to be recommended for a Continuing Certificate.

In the 1985-86 school year, approximately 1500 teachers participated in this program. The approximate total budget was $150,000, or $100 per teacher given to the local districts to provide inservice assistance.

Contact: Dr. Roger Shurrer
Director, Program Approval

NORTH DAKOTA

The state education department had recommended a program some years ago, but could not get it funded by the legislature. The Director of Teacher Certification reports that this type of program is "the second most important thing we can do for teachers...the first being to provide them with a good undergraduate teacher education program." The establishment of this type of program is now at the top of the Director's priority list.

Contact: Ordean Lindemann
Director of Teacher Certification

OHIO

The Ohio State Board of Education passed regulations in December, 1985, to begin The Entry Year Program effective July, 1987. At this time the program standards have not been written, but the plans are to emphasize support.

Beginning teachers will have their first year of teaching to successfully complete the entry year requirements. This program will be tied to certification renewal.

At this time no state funding is provided; however, funding may be available in the future.

Contact: John Nichelson
Program Manager of Division of Teacher
Education and Certification

OKLAHOMA

Oklahoma has had a program operating at full strength since 1982; the program is known as the Entry Year Assistance Program.

The major emphasis of the program appears to be support - that is, general assistance not involving remediation. However, remediation and assessment are indirectly involved.

There is a two-year time limit for completion of the program. After completing the teacher certification test, a one-year license is issued. A committee makes a recommendation after one year. This teacher evaluation committee is required to include a teacher consultant (or mentor), a representative of higher education (preferably the institution from which the individual graduated), and an administrator from the school district (preferably from the teacher's school). There is no special training provided for these individuals.

There were approximately 1,900 new teachers in Oklahoma last year. Money is appropriated by the legislature each year. A total annual budget

of $1,010,941 includes payments to teacher consultants and staff members.

Oklahoma law requires that every beginning teacher shall serve under the guidance and assistance of a teacher consultant for a minimum of one school year and that no less than 120 days of assistance will be provided.

Contact: Dr. Joe Weaver
Director of Teacher Education, Testing,
and Staff Development

OREGON

Oregon does not have an initial year of teaching program. A joint committee of the House and Senate is currently looking at reforms in education, and subcommittees have been studying support programs for beginning teachers. A study of the program in the neighboring state of Washington is being done. This may result in a program recommendation to the 1987 session of the legislature.

There were 878 new teachers in Oregon last year.

Two quality assurance programs initiated by Oregon State University and Western Oregon State College were funded in part by the State Board of Higher Education in 1984-85.

Contact: Dave Myton
Coordinator of Teacher Education

PENNSYLVANIA

An induction program is in the stage of "ongoing pilot" in Pennsylvania. It began in 1985 and was mandated to be completely established by June of 1987. Each school district is required to submit its own version of a program by this time. However, the state has not appropriated a budget for the program, so the fiscal responsibility is likely to be largely that of the districts.

The primary emphasis of the program legislation is assistance and support of new teachers. The program is tied to certification, but since

there is no time limit for certification, the induction program itself does not have a time limit.

The program covers discipline, instructional planning, both student and professional relationships, and stress management. Superintendents are trained to work with the program in their districts. Helping teachers, trained in the twenty-nine county offices, are also an integral part of the program. Evaluation of new teachers is totally separated from this induction program.

Contact: Dr. James Porter
Director of Induction Program

RHODE ISLAND

Rhode Island does not have a formal induction program for beginning teachers at this time. The Rhode Island Board of Regents has mandated that some type of assessment program tied to certification be formulated and in place before December, 1986. No state funds have yet been allocated for this program.

Contact: Mr. David Roy
Specialist for Secondary Teacher Certification

SOUTH CAROLINA

South Carolina has implemented a Provisional/Annual/Continuing Contract program which was begun in the 1983-84 school year. The program is designed as a classroom-based assessment to determine the type of contract teachers will be issued.

At the beginning of the school year all initial teachers receive a planned orientation reviewing the criteria for assessment. Topics include short-term planning, classroom management, planning and instruction, communication with students, and attitudes.

Specially trained observers, including at least a peer teacher,

principal, and district office person, make separate observations during the first semester of employment. Because all South Carolina teacher training institutions require pre-service training in the criteria, 90 percent meet the criteria the first time. Each teacher has two years to meet the criteria.

The approximate total budget for 1985-86 was $385,000, including reimbursement of $130 per beginning teacher to each district.

Contact: Phoebe C. Winter
Teacher Assessment Unit
Office of Research

SOUTH DAKOTA

South Dakota has a recently legislated program becoming effective July 1, 1986, for the initial year of teaching with a budget of $100,000. Each initial year teacher has an assigned committee consisting of one state department member, one school district representative, and one state college/university teacher educator or, if from out of state, the closest teacher educator available.

All involved will be trained in the use of a state sponsored instrument which was highly influenced by the Florida Performance plan.

Initial year teachers have two years to meet competencies and certification.

Contact: Diane Alexander
Director of Certification

TENNESSEE

Tennessee has no formal beginning teacher program at this time, but plans to incorporate one in the career ladder program within the next three years. It will not be tied to certification, but will emphasize support and remediation. The time limit for completion of the program will probably be no more than two years.

Teachers in the upper level of the career ladder and university staff will be involved with the program. Evaluation criteria will come from the procedures developed for the career ladder evaluation.

There were approximately 3000 newly hired teachers in Tennessee last year. This includes experienced people who were new to the district.

Contact: Dr. Jane Williams, Director
Teacher Education and Certification

TEXAS

Texas does not have a formal induction program for beginning teachers at the state level at this time. There may be some individual school districts planning such programs.

Contact: Thomas Ryan
Director of Programs
Teacher Education

UTAH

Utah is planning an Induction Program effective July 1, 1986, but it will not apply to new teachers until January 1, 1987. The program is designed to support new teachers during their first two years (possibly three) of teaching. Completion of the program, however, is necessary for continued employment on Utah's Career Ladder System.

The criteria to be used are currently being developed. Information included in the program is on an "as needed" basis at this time.

Utah law mandates that a person recommended by the local district will work with a college or university staff member to support new teachers.

A $2,000,000 annual budget was requested for the program, but no funding has been received at this time.

Contact: Dr. Vere McHenry
Director, Instruction & Support

VERMONT

Vermont does not have a formal induction program for beginning teachers at this time.

Contact: Ms. Patricia Pallas
Certification Officer
Vermont State Board of Education

VIRGINIA

In July, 1985, the Commonwealth of Virginia implemented the Beginning Teacher Assistance Program (BTAP). All beginning teachers must demonstrate satisfactory performance of 14 classroom competencies within the two-year provisional period to receive a Collegiate Professional Certificate.

Three state trained observers separately visit beginning teachers to observe for the 14 classroom competencies. Beginning teachers who do not satisfactorily demonstrate one or more competencies are required to complete a specific assistance program. The specific assistance program includes separate workshops regarding the 14 different competencies. Any beginning teacher may elect to attend the workshops.

Last year the state provided $1,200,000 for the program.

Contact: Dr. William Helton
Administrative Director Teacher Education
Certification and Professional Development

WASHINGTON

Washington has a program known as the Beginning Teacher Assistance Program. Established by state legislation, it was piloted in 1985-86 with 100 beginning teachers. It is a support-only program and is not linked to evaluation or licensing.

The program focuses on instructional planning, with other topics covered on an as-needed basis. One mentor is assigned for each beginning teacher.

A coordinator is appointed in each district. There are three days of state-sponsored training each year for mentors.

Evaluation is conducted by a mailed-out survey to beginning teachers, mentors, and principals. One hundred beginning teachers who were not in the pilot program were used as a control group in this survey.

The total budget for the state for the pilot program was $1,500,000 and the cost per beginning teacher was $1,600.

Contact: Dr. Alf Langland
Associate for Teacher Education

WEST VIRGINIA

West Virginia does not have a formal induction program for beginning teachers at this time. Some individual counties have programs, but there are no plans to develop a state program at this time.

Contact: Sue Bohnert
Coordinator of Certification

WISCONSIN

Wisconsin is in the first year of piloting of a Beginning Teacher Program. It will be required by legislation and financially supported by the state. The emphasis will be placed on support for the beginning teachers. It will be tied to certification. A maximum of two years is allowed for completion of the program.

The following topics are included: discipline, instructional planning, student relationships, professional relationships, and stress management.

People involved in the program are: principals, mentor teachers, and university faculty. Training of these people is through summer workshops by outsiders. Criteria are not yet developed for the evaluation of the program.

The approximate number of beginning teachers in the state during the

last year was 1000. The program is funded with state money. Estimated cost per beginning teacher is $2000. Total budget for the program is $3,000,000.

Contact: Dr. Katherine Lind, Director
Teaching Incentive Pilot Program
Department of Public Instruction
Madison, Wisconsin

WYOMING

Wyoming has no formal induction program for beginning teachers at this time.

Contact: Mr. Lyall Hartley
Director, Certification and Licensing

STATES QUESTIONNAIRE - REV.8/5/86

NAME OF STATE _____

(ASK FOR THE TEACHER CERTIFICATION SECTION)

HELLO, MY NAME IS _____ AT EASTERN ILLINOIS UNIVERSITY. I'M CALLING UNDER CONTRACT WITH THE ILLINOIS STATE BOARD OF EDUCATION ON A SURVEY. THE PURPOSE OF THE SURVEY IS TO LEARN WHAT STATES ARE DOING IN THE AREA OF INDUCTION PROGRAMS. IN OTHER WORDS, SPONSORED PROGRAMS TO HELP NEW TEACHERS IN THEIR FIRST YEAR OF TEACHING. WHO WOULD BE THE BEST PERSON IN YOUR OFFICE TO TALK TO ABOUT THIS?

NAME OF RESPONDENT _____

TITLE _____

COULD I GET YOUR PHONE NUMBER IN CASE WE NEED TO GET BACK WITH YOU?

( )_____

DO YOU HAVE A FEW MINUTES AVAILABLE NOW TO ANSWER A FEW QUESTIONS? (IF NOT, WHEN WOULD IT BE CONVENIENT TO YOU CALL BACK?)

1. DOES YOUR STATE HAVE A PROGRAM TO PROVIDE ASSISTANCE AND SUPPORT DURING THEIR INITIAL YEAR OF TEACHING TO TEACHERS WHO ARE NEW TO THE FIELD OF PROFESSIONAL TEACHING (THAT IS, TEACHERS WITH ∅ YEARS EXPERIENCE)?

1.A. (IF YES,) WHAT YEAR WAS THE PROGRAM ESTABLISHED?

1.B. (IF YES,) IS IT OPERATING AT FULL STRENGTH OR IS IT IN THE PILOTING STAGE?

1.B. (IF NO,) IS A PROGRAM PRESENTLY BEING DEVELOPED OR PLANNED?

2. IS THE PROGRAM (OR WILL IT BE) REQUIRED BY LEGISLATION OR REGULATIONS?

3. IS THE PROGRAM (OR WILL IT BE) SUPPORTED BY ANY ASSISTANCE FROM THE STATE?

3. I'D LIKE TO READ YOU THE FOLLOWING CHOICES AND, IF YOU COULD NAME ONLY ONE OF THEM, I'D LIKE TO ASK WHAT YOU WOULD SAY THE MAJOR EMPHASIS OF THE PROGRAM WOULD BE. (READ FOLLOWING CHOICES:)

A. ASSESSMENT, THAT IS, PROVIDING EVALUATION OF THE BEGINNING TEACHER)

B. REMEDIATION THAT IS, PROVIDING CORRECTIVE MEASURES FOR DEFICIENT PERFORMANCE

C. SUPPORT, THAT IS, PROVIDING GENERAL ASSISTANCE NOT INVOLVING REMEDIATION

4. IS THE PROGRAM TIED TO CERTIFICATION OR LICENSING?

5. WHAT ARE TIME TIME LIMITS FOR COMPLETION OF THE PROGRAM?

6. ARE THE FOLLOWING TOPICS INCLUDED:

A. DISCIPLINE	YES	NO	UNSURE	OTHER
B. INSTRUCTIONAL PLANNING	YES	NO	UNSURE	OTHER
C. STUDENT RELATIONSHIPS	YES	NO	UNSURE	OTHER
D. PROFESSIONAL RELATIONSHIPS	YES	NO	UNSURE	OTHER
E. STRESS MANAGEMENT	YES	NO	UNSURE	OTHER

6. WHAT OTHER TYPE OF ASSISTANCE/SUPPORT IS GIVEN?

7. WHO WORKS WITH THE PROGRAM AND HOW ARE THEY INVOLVED?

   A. STATE EMPLOYEES

   B. SUPERINTENDENTS

   C. PRINCIPALS

   D. OTHER DISTRICT ADMINISTRATORS

   E. DEPARTMENT CHAIRS

   F. ASSIGNED "HELPING" TEACHERS (MENTORS)

   G. COLLEGE/UNIVERSITY STAFF

   H. OTHER (SPECIFY)

8. IS THERE ANY SPECIAL TRAINING PROVIDED FOR THOSE WHO WORK WITH THE PROGRAM? IF SO, WHAT IS IT?

9. WHAT ARE THE CRITERIA FOR THE EVALUATION OF THE PROGRAM?

   9.A. WHAT KIND OF INSTRUMENT IS USED?

10. WHAT WAS THE APPROXIMATE NUMBER OF BEGINNING TEACHERS IN YOUR STATE DURING THE LAST SCHOOL YEAR?

11. HOW IS THE PROGRAM FUNDED?

   11.A. WHAT IS THE ESTIMATED COST PER BEGINNING TEACHER?

   11.B. WHAT IS THE TOTAL ANNUAL BUDGET FOR THE PROGRAM?

12. WHAT ELSE CAN YOU TELL US ABOUT HOW THE PROGRAM WORKS?

(ANSWER ON NEXT PAGE)

(PLEASE MAIL ANY INFORMATION, INSTRUMENTS, OR DOCUMENTS CONCERNING YOUR PROGRAM TO US (AS SOON AS POSSIBLE). THANKS FOR YOUR COOPERATION!)